

Programme 90.†

L<sub>3</sub>

(May to July, 1921.  
(September to December, 1921, in the Dominions.)

## Parents' National Educational Union.

### The Parents' Union School.

(Address: HOUSE OF EDUCATION, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

#### FORMS IV. & III.

PUPILS' NAMES.....

#### Bible Lessons.

In all cases the Bible text must be read and narrated first.

- IV. & III. *Old Testament History*,\* by T. M. Hardwick and H. Costley-White (Murray, 3/6), Vol. V., pp. 195-238. *The Work of the Prophets*, by R. Selfe (Longmans, 2/6), chapters 7, 9, 11, 12, 13. (a) *S.P.C.K. Bible Atlas*\* (1/-). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-). (c) *The Universal Bible Dictionary* (R.T.S., 7/6), may be used for all names of persons and places. (d) *The Saviour of the World*, Vol. IV. (P.N.E.U. Office, 3/-), pp. 120-193. (e) *The Acts*,\* by E. M. Knox, pp. 65-127 (Macmillan, 3/6). (f) *The Prayer Book in the Church*, by The Rev. W. H. Campbell (Longmans, 3/6), with lessons on The Ascension and Trinity Sunday.

For Sunday Reading (optional):

- IV. & III. (a) *Heroes and Writers of the Book of Common Prayer*, by A. M. Forde (S.P.C.K., 3/6).

For private daily Bible reading, children may use *Lectiones for Older Children* (Spottiswoode, 1d. each). (e) *A Boy's Book of Prayer*, by A. Devine (Methuen, 2/-).

- IV. (d) *Keble's Christian Year* (Longmans, 10d.). (e) *Ruskin's Sesame and Lilies* (Allen, 1/3, or, Dent, 1/6). (f) *The Golden Legend*.

- III. (d) *Longfellow's Golden Legend* (Oxford Press, 5/-).

† The 90th term of work set since the Parents' Union School began.

N.B.—The prices of books are constantly rising; those given are the latest before going to press.



### Writing.

Choose and transcribe passages from Shakespeare's *Hamlet, or, The Tempest*, and the other books set, in *A New Handwriting for Teachers*, by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from card 6.

### Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper; or, from the prose and poetry set for reading; a paragraph to be then dictated in III., in IV., to be occasionally written from memory.

### Composition.

- IV. & III. Read on Tuesdays and write on Thursdays a *résumé* of some subject in "Literature," or, on the news of the week, or, on some historical or allegorical subject, etc.
- IV. Verses (note metre of poems set for this term), on current events and on characters in the term's reading, or, upon fairies, clouds, summer days and scenes.
- III. Narrative poems on striking events.

### English Grammar.

Parse and analyse from books read, making progress each term.

- IV. Meiklejohn's *A New Grammar of the English Tongue*\* (4/6), pp. 61-74 and 85 (a, b, c, d); 107-111; 175-189.
- III. Morris's *English Grammar*\* (Macmillan, 1/3), pp. 40-56; 92, 93, 109-125.

### Literature (including holiday and evening reading).

- IV. & III. *The History of English Literature for Boys and Girls*,\* by H. E. Marshall (Jack, 12/6), pp. 581-632.
  - (a) Shakespeare's *Hamlet, or, The Tempest*\* (Blackie, Plaintext, 7d.).
- IV. (b) *David Copperfield* (Collins, 2/6). (c) Keats' Poems (Oxford Classics, 6d.) (d) Scott's *The Lay of the Last Minstrel* (Oxford Classics, 1/-). (e) Ruskin's *Sesame and Lilies* (Dent, 1/6).
- III. (b) *The Old Curiosity Shop* (Collins, 2/6). (c) Shelley's Poems (Oxford Classics, 6d.) (d) Longfellow's *Hiawatha* (Blackie, 1/-). (e) Lamb's *Essays* (Dent, 1/9).

### English History.

- IV. & III. Make a chart of the period studied (1820-1861), (see reprint from *P.R.*, July, 1910, 3d.). Read the daily news and keep a calendar of events.
- IV. *A Student's History of England*,\* by Samuel Gardiner (Longmans, Vol. III., 6/6), pages 881-958 (1820-1861). *A History of Every-day Things in England*, by H. & C. Quennell (Batsford, 8/6), Vol. II. should be used for period. (Elementary Schools do Form III. work.)
- III. Arnold Forster's *A History of England*\* (Cassell, 8/6), pages 719-726; 745-806 (1820-1861).

### French and General History.

- IV. *Readings from Indian History*, Vol. II. (C.L.S.J., 2/3), pp. 132-170 (book will be begun later).
- IV. & III. *The British Museum for Children*,\* by Frances Epps (P.N.E.U. Office, 3/9), chapter 8. Teacher study preface. Keep a Book of Centuries\* (P.N.E.U. Office, 3/-), putting in illustrations from all history studied.
- The Great War, 1914-1918*, by C. R. L. Fletcher (Murray, 6/-), pp. 29-66.
- III. Creighton's *First History of France*\* (Longmans, 5/-), pp. 279-290.

### Citizenship.

- IV. & III. *Ourselves*,\* Book I. (Kegan Paul, 3/6), pp. 108-139. North's *Plutarch's Lives*, edited by P. Giles (University Press, 3/6): *Timoleon*. Smith's *Smaller Classical Dictionary* (Dent, 2/6).
- IV. *Citizenship*,\* by E. R. Worts (Hodder & Stoughton, 4/6), pp. 182-227 (narration instead of questions).
- III. *Social and Industrial Life*,\* by St. Loe Strachey (Macmillan, 2/6), pp. 36-71.

### Geography.

- Know something about foreign places coming into notice in the current newspapers. Ten minutes' exercises on the map of the world every week. Phillip's *Atlas of Comparative Geography* (new edition, 3/-), may be used. See also tests under "Scouting."
- IV. The Ambleside Geography Books, Book V.\* (5/-), pp. 161-209. *Our Guardian Fleets in 1805*,\* by H. W. Household (Macmillan, 3/-), pp. 142-185. *The Lion Hunter*, by Gordon Cumming (Murray, 2/6).
- III. The Ambleside Geography Books, Book IV.\* (3/6), pp. 142-187, with special reference to recent changes (see new Atlas). *Fighting for Sea Power in the Days of Sail*,\* by H. W. Household (Macmillan, 2/-), pp. 30-65.
- III. & IV. Map questions to be answered from map and names put into blank map (from memory) before each lesson. Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).

### Natural History and Botany.

- IV. *Winners in Life's Race*,\* by Mrs. Fisher (Macmillan, 6/-), pp. 181-240; or, Gilbert White's *Selborne* (Frowde, 2/6), pp. 88-175. *Elementary Studies in Plant Life*,\* by F. E. Fritsch (Bell, 3/6), pp. 136-176.
- IV. & III. Keep a Nature Note-Book (P.N.E.U. Office, plain or interleaved, 4/6), with flower and bird lists, and make daily notes. For out-of-door work take some special study. *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), or, *Countryside Rambles*, by W. S. Furneaux (Phillip, 2/6): April to July. *Furneaux's A Nature Study Guide* (Longmans, 6/-).



- III. *The Study of Plant Life*,\* by H. C. Stopes (Blackie, 7/6), pp. 72-108. Ruskin's *Ethics of the Dust* (Dent, 2/6), Lectures 1-3 inclusive.

#### General Science.

- IV. *First Year of Scientific Knowledge*,\* by Paul Bert (Relfe, 4/6), pp. 127-160; 338-358. *Some Wonders of Matter*,\* by Bishop Mercer (S.P.C.K., 5/-), pp. 134-158.  
 III. *Architecture*\* (Jack, 3/6), pp. 24-42. Geikie's *Physical Geography* (Macmillan, 1/6), pp. 1-46.

#### Hygiene and Physiology.

- IV. *A Health Reader*,\* by W. H. Abrahall (Cassell, 3/-), pp. 117-136; 180-205.

#### Arithmetic.

- IV. Pendlebury's *New Shilling Arithmetic*,\* pp. 124-128 (Bell, 2/4).  
 III. *New Shilling Arithmetic*,\* pp. 38-59.  
 IV. & III. Revise back work; examples may be taken from Pendlebury's *New Concrete Arithmetic*, Book V. (Bell, 5d.).

#### Geometry.

- IV. *A School Geometry*,\* by H. Hall and F. Stevens (Macmillan, Parts i.-iv., 3/6), pp. 139-153; 158-171.  
 III. pp. 1-26; 69-76.  
*The School Set of Mathematical Instruments* (Macmillan, 2/-).

#### Algebra.

- IV. *A School Algebra*,\* by H. S. S. Hall, Part I. (Macmillan, 3/6), pp. 49-58.

#### German.

- IV. Siepmann's *Primary German Course*,\* by O. Siepmann (Macmillan, 5/-), Lessons 16-18 inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested.  
 III. Lessons 1-3 inclusive.

#### Latin.

- IV. *Limen*,\* Part I. (Murray, 2/6), pages 95-115. Sections 22-27 of *Cæsar's Belgian Campaign*,\* edited by S. E. Winbolt (Bell, 1/9), may also be taken for narration and parsing.  
 III. *Second Latin Course*, by Scott and Jones (Blackie, 3/6), pp. 20-40.

#### French.

- IV. *Primary French Course*,\* Part II., by O. Siepmann (Macmillan, 3/-), pp. 16-18 inclusive, with grammar and exercises. Teacher study preface. Read and narrate Daudet's *Le Petit Chose vient à Paris* (Blackie, 4d.); parse two pages.  
 III. Siepmann's *Primary French Course*,\* Part II., Lessons 7-9. Teacher study preface. Teacher read lesson aloud and children narrate Daudet's *La Mule du Pape* (Blackie, 4d.).  
 IV. & III. Read several poems and learn one from Musset's *Poems* (Blackie, 7d.).

#### Drawing.

- IV. *The Fésale Club Papers*,\* by W. G. Collingwood (Holmes, Ulverston, 4/6), pp. 105-120.  
 IV. & III. Illustrations of scenes from Literature. Study, describe (and draw from memory details of) six reproductions\* of pictures by J. F. Millet (P.N.E.U. Office, 2/- the set), Studies of figures. See the special notes in the *Parents' Review*, April, 1921. Paintbox with specially chosen paints and brush (P.N.E.U. Office, 5/-).

#### Recitations.

- IV. & III. Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Two hymns by Keble, Psalm 25. Two poems by Shelley or Keats, or, a scene from *Hamlet* or *The Tempest*.

#### Reading (including holiday and evening reading).

- IV. & III. Books set under Literature, History, Geography, Recitations, should afford exercise in careful reading and in composition. Poetry should be read daily. Bulfinch's *Age of Fable*\* (Dent, 2/6, pp. 155-186).  
 IV. Ruskin's *Sesame and Lilies*.  
 III. Longfellow's *Golden Legend*.

#### Music Appreciation.

See Programme of Music (Mozart), *Parents' Review*, April, 1921: *Our Work*.

#### Singing.

Three French songs, *La Lyre des Ecoles* (reprinting)  
 Three German songs, *Deutscher Liedergarten* (both Curwen & Son, 2/6, or without accompaniments, 6d.).  
 Three English songs, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 1/9 each,\* complete with music 6/-). Christmas carols. *Ten Minutes' Lessons in Sight-Singing* (Curwen, 2/6). *Fifty Steps in Sight-Singing*, by Arthur Somervell; steps 47-50 (Curwen & Son, 2/6).



Drill, etc. (Choose new work.)

*Ball Games and Breathing Exercises*, by Alice R. James (Longmans, 1/9). For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Peasant Dances and Songs of Many Lands* (Evans, 7/6). The Board of Education's *Syllabus of Physical Exercises* (Eyre & Spottiswoode, 1/-), tables 65-68. Ex-students, House of Education Drills. *How to Teach Dances* (Evans, 4/6). Net ball or cricket.

Work.

Do some definite house or garden work. *Simple Garments for Children*, by Synge (Longmans, 6/-), or, *Needlecraft in the School*, by M. Swanson (Longmans, 6/6): design and make a garment. Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. *Clay-modelling* (Routledge, 9d.). Teacher will find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). See also tests under *Scouting* (*Parents' Review*, May, 1920): all girls should take the First Aid (No. 10) and Housecraft (No. 7) Tests. Make a garment for the "Save the Children Fund"; for particulars apply to 29 Golden Square, Regent Street, W. 1.

N.B. 1.—Each pupil should have a copy of all books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. The books after "Reading" are optional but desirable.

N.B. 2.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office). In home schoolrooms, Forms III. and IV. may work together in all history subjects (including Scripture).

N.B. 3.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto (ruled single, double lines and squares), 8½d. each, and Cambridge paper for the Examination 2/6 for 4 quires (*not less*); envelopes to match 2/6 a packet. Also the School Badge (6/-), School Hat Band (4/6), and Ribbon 3/6 a yard. Badges stencilled in washing colours on pale blue linen may also be obtained, 4½d. unmounted, 6d. mounted.

N.B. 4.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 5.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Secretary, House of Education, Ambleside.

N.B. 6.—All letters *re* School and Programmes, except book orders, should be sent to Ambleside. The enclosed Order Form for books should be used. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, money for books, etc., should be sent to the London Office.

N.B. 7.—There is an Association of Old Pupils of the P.U.S. For particulars apply to Miss P. N. Bowser, c/o P.N.E.U. Office.



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#### FORMS IV. & III.

PUPILS' NAMES.....

#### Bible Lessons.

##### I.

IV. 1. Write a short account of the period between the Old and the New Testaments.

2. What Messianic prophecies have we in Malachi and Daniel? What do you know of the prophets Obadiah and Joel?

III. 1. What do you know of the prophet Malachi and the shortcomings of the priests?

2. Write a short essay upon Esther.

##### II.

IV. 1. What was the indictment against Stephen? Show the line of argument in his answer.

2. What teaching concerning the Cross did our Lord give?

III. 1. What remarks have you to make about "certain of the synagogue"? What do you know of the synagogue of Cyrene, of Alexandria and of Silicia?

2. How may we suppose the disciples who saw the Transfiguration described it?

#### Writing.

IV. & III. Write eight lines of poetry from memory.

#### Dictation (unprepared).

IV. & III. A passage from a newspaper.



#### Composition.

- IV. 1. Write 30 lines of blank verse on one of the following,—  
“Alcestis,” “Miranda,” “Hamlet.”  
2. Write an essay on the opening of the Ulster Parliament and the King's welcome home.
- III. 1. Write some verses on one of the following,—“Neptune,”  
“Ariel,” “A Cloud.”  
2. Write an essay on (a), the Prince of Wales with the children in Epping Forest, or, (b), a walk in June.

#### English Grammar.

- IV. 1. Analyse, parsing the words in italics,—  
“And *what* is so rare as a day in June?  
Then, if *ever*, come perfect days;  
Then heaven tries the earth *if* it be in tune,  
And *over* it softly her warm ear lays.”
2. Give rules for the correct use of adjectives and adverbs, with examples.
3. Give a dozen cautions which should be of use to a young writer.
- III. 1. Analyse, parsing the words in italics,—  
“The crows flapped *over* by twos and threes,  
In the *pool* drownsed the cattle *up* to their knees,  
The little birds *sang* as if it were  
The *one* day of summer in *all* the year.”
2. What is Mood? Give examples of the different kinds of Mood. Illustrate, in sentences, the use of the different participles.
3. Write notes on,—that, such, selfsame, as none, each, either.

#### Literature.

- IV. 1. In what ways did Burns, Byron, Shelley, Scott and Wordsworth reflect the political history of their times?  
2. Write an essay on “Queens' gardens.”  
3. What poems of Keats do you particularly like and why?  
4. Name six of what seem to you the most interesting scenes in David Copperfield.
- III. 1. Write a scene for acting between “Dick Swiveller” and the “Marchioness.”  
2. Describe “Hiawatha's” childhood.  
3. Write (a), the essay of Lamb that most interested you, or, (b), the substance of one of Shelley's poems.

#### English History.

- IV. 1. Describe the second ministry of Sir Robert Peel in connection with Free-Trade, Ireland, the Corn Laws.  
2. Give some account of Lord Palmerston and (a), Spain, (b), the Eastern Question.  
3. Give a short account of the Italian War of Liberation.

- III. 1. Describe the Civil War in the United States. What was the Geneva award?  
2. Give some account of the Chartists. Which of their demands have since become law?  
3. Write a short account of the growth of the British Empire.

#### General History.

- IV. 1. Give a short sketch of the Indian Mutiny, naming the chief centres of rebellion.  
2. What was the Royal Proclamation of 1858? In what ways has England made this proclamation good? What do you know of recent events in this connection?  
3. What do you know of the first battle of Ypres?  
4. What reminder have we in the British Museum of (a), Thothemes III., (b), Amen-hetep III., (c), the Hyksos Kings?
- III. 1. Give some account of the Political Banquets of 1847 and the death of the Archbishop of Paris.  
2. Describe the revolution of 1830.  
3. What objects belonging to the time of Moses can we see in the British Museum?  
4. What do you know of the beginning of the Dardanelles campaign?

#### Citizenship.

- IV. 1. Write an essay on loyalty.  
2. Describe the battle of the river of Crimæus, and show that “in the wars of Timoleon, besides equity and justice, there is also great ease and quietness.”  
3. Write an essay on “The Empire: a Trust.”
- III. 1. Name three or four kinds of Courage, with examples.  
2. Describe the conquest of Syracuse. How did Timoleon treat the city?  
3. Show that increase in price means decrease in demand. What are the dangers of Trade Unionism?

#### Geography.

- IV. 1. Give some account of the mountain States of South America.  
2. Describe the physical features, climate and industries of Cape Colony. Name its towns.  
3. Describe the Battle of Trafalgar and name any of the ships concerned.
- III. 1. Draw a map of Germany, putting in the States, chief physical features and towns. Describe a journey down the Rhine.  
2. How does recent history show us that a nation may fall from “its high estate”?  
3. What do you know of the “battle of the saints.”



### Natural History.

- IV. 1. Describe, with diagrams, the characteristics and the history of the Mammalia,  
or, Give some of Gilbert White's observations on migration, gossamer, owls, swallows.  
2. Describe, botanically and with drawings, a common flower belonging to each of the following orders,—  
Liliaceæ, Iridaceæ, Ranunculaceæ, Cruciferae.
- IV. & III. 3. Make a list of the birds you have seen this term and write notes on six of them.
- III. 1. What does Ruskin teach us in "the Crystal Orders" and in "the Crystal Life"?  
2. How are some plants protected against loss of water? Give a botanical description of the harebell, the rose, the speedwell, the buttercup.

### General Science.

- IV. 1. Describe the "behaviour of those marvellous molecules (of matter)" in the liquid state.  
2. What are the different parts of a plant and how does each arise? Describe the trunk and stem.
- III. 1. What is air made of? What do you understand by temperature, radiation, evaporation, condensation?  
2. Write a short account of *St. Sophia*, Constantinople.

### Hygiene and Physiology.

- IV. 1. Describe the brain with a diagram. Why does practice make perfect?  
2. Describe food (*a*), for children, (*b*), for muscular work, (*c*), for brain work, (*d*), for the old.

### Picture Talk.

- Describe Millet's,—  
IV. "Le Vanneur."  
III. "The Fountain."

### Arithmetic.

- IV. 1. Find the Simple Interest on £981 for  $3\frac{1}{3}$  years at  $5\frac{1}{2}\%$ .  
2. What Principal amounts to £406 in 4 years at 4%?  
3. Find the value of:  $\frac{.321 \times .321 - .179 \times .179}{.321 - .179}$  of £5.
- III. 1. Simplify:  $4500 + 3.125 - 7.63475 - .0016875 - 1.4005$ .  
2. Multiply 82.043 by .07432 and divide .064075 by 3.425.  
3. Simplify, (*a*),  $3\frac{2}{3} - 1\frac{1}{2} - \frac{5}{18}$ , (*b*),  $6\frac{1}{3} - 7\frac{7}{12} + 2\frac{7}{18} + 1\frac{2}{3}$ .

### Geometry.

- IV. 1. One circle and one only can pass through any three points not in the same straight line.  
2. The angle in a semi-circle is a right angle.  
3. Through a given point within a circle draw the least possible chord.

- III. 1. If two triangles have the three sides of the one equal to the three sides of the other, each to each, they are equal in all respects.  
2. Show that a bisector of the vertical angle of an isosceles triangle is perpendicular to the base.  
3. To bisect a given straight line.

### Algebra.

- IV. 1. Simplify  $2a - (3a + 4b) + 5a - (6b - \{7a + 10b\})$ .  
2. Subtract  $cx + cy$  from the sum of  $(a - b)x + (b - c)y$ ,  $(b - c)x + (c - a)y$  and  $2cx + (2a - b + c)y$ .  
3. What must be subtracted from  $m$  that the result may be  $m + n$ ?

### German.

- IV. 1. Write, in German, the story "Verschiedene Naturen."  
2. Give the German for Exercise II., page 184, teacher giving English.  
3. Use, in sentences, the comparative of *gut*, *viel*, *lang*, *nah*, *hoch*.
- III. 1. Describe, in German, picture 1.  
2. Translate into German, teacher giving English, § VI., page 168.

### Latin.

Translate into English and retranslate into Latin,—

- IV. 1. Cæsar's "Belgian Campaign," chapter 23, lines 1-11.  
III. 1. Scott and Jones, section 49, page 21.  
IV. 2. Give the principal part of the verbs,—*emo*, *video*, *ago*, *venio*, *facio*, *vinco*, *lego*, *sedeo*.  
3. Use, in sentences, the First Person Singular Perfect Indicative of *pello*, *curro*, *sto*, *credo*, *do*.
- III. 2. Answer, in Latin, the questions 1-6 on page 37.  
3. Quote sentences, using the comparative of *longus*, *fortis*, *altus*. Write out, as far as possible, the declension of "res."

### French.

- IV. 1. Write, in French, a letter describing a visit to Paris.  
2. Give, in sentences, the French for,—It is cold. Is it fine? I must go away. How hot it was! What is the matter?  
3. Conjugate in full the Past Definite of *s'y attendre*, *s'en apercevoir*, *s'amuser*, *s'en aller*.
- III. 1. Describe, in French, "Un Incendie."  
2. Give, in sentences, the French for,—80, 95, 101st, 9th, 11th, Francis I., April 22nd, a quarter to five, mid-day, one o'clock.  
3. Give ten sentences about the weather in French.



Drawing.

- IV. & III. 1. An original illustration, with title, from "David Copperfield" or "The Old Curiosity Shop."  
2. A quick figure study — 3 positions.  
3. Some wild flowers *in situ*.

Musical Appreciation.

1. Write three lines on any five of the following,—J. C. Bach, sonata form, "The Marriage of Figaro," rondo, "Nannerl," G minor Symphony, Archbishop of Salzburg.  
2. Relate the incidents which led to the composition of the Requiem Mass, *or*, describe briefly the events connected with Mozart's visit to London.

Recitations.

Father to choose two Bible passages of ten verses each, a poem, and a scene from *Shakespeare*.

Reading.

Father to choose a poem and a leading article from a newspaper.

Music

Examine in work done.

Singing.

Father to choose an English, a French and a German song, and three exercises.

Drill.

Report progress.

Work.

Outside friend to examine. List of work completed to appear on *Parents' Report*.

**Summer Examination.**—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. The examination is optional. Summer Reports (*only*) to be posted to the Secretary, House of Education, Ambleside, either before July 30th or after September 15th.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks to be followed in all subjects see head of Report Forms.